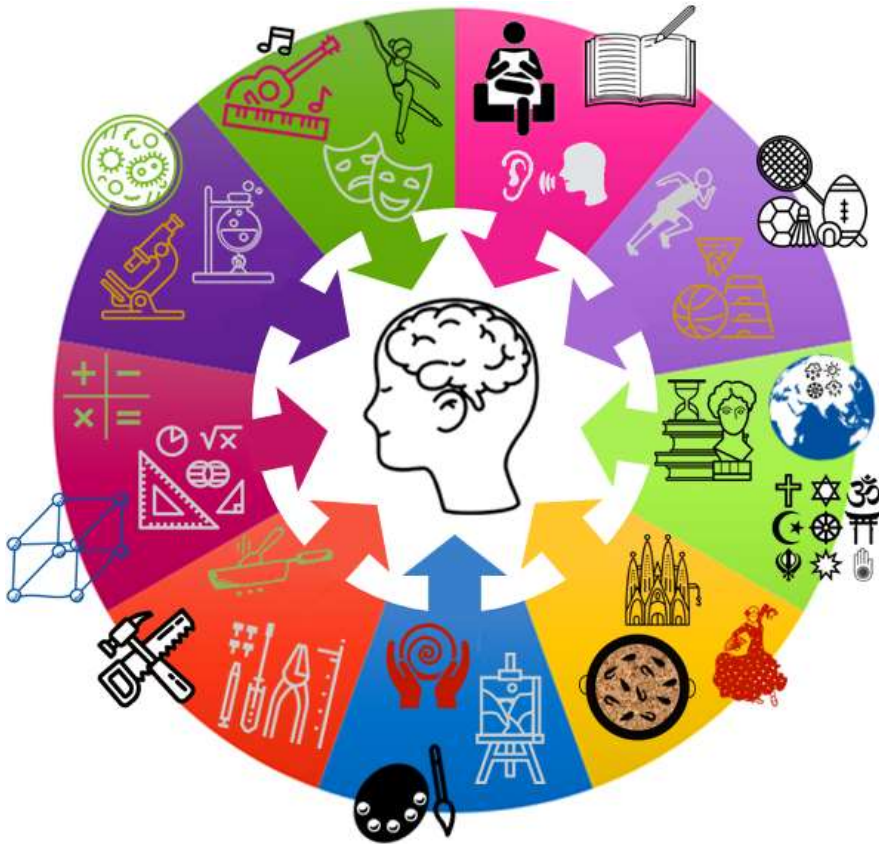


# Year 7- Grammar Stream Knowledge Organisers

## Term 6



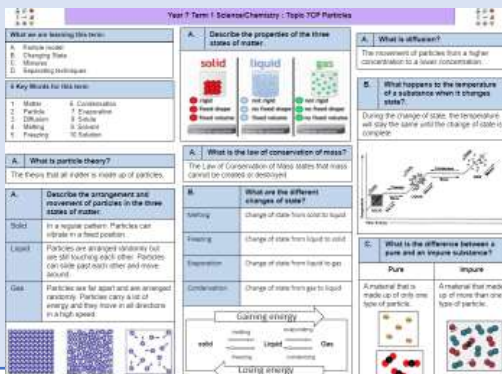
### Swindon Academy 2023-24

Name:	
Tutor Group:	
Tutor & Room:	

*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

# Using your Knowledge Organiser and Quizzable Knowledge Organiser

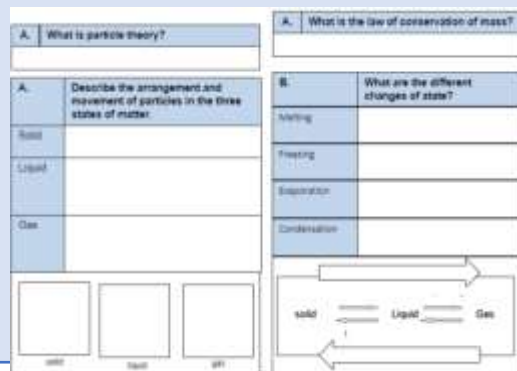
## Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

## Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

### Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

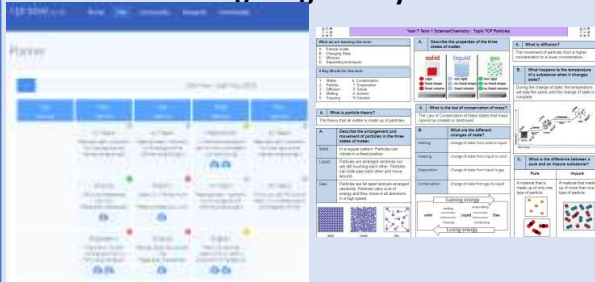
## Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

# How do I complete Knowledge Organiser Prep?

## Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.



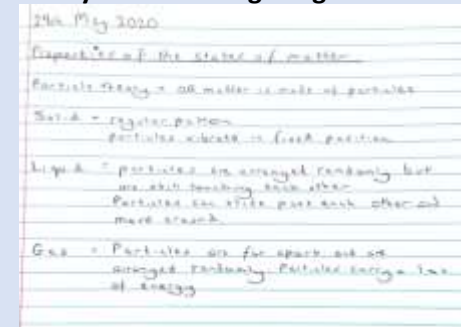
## Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.



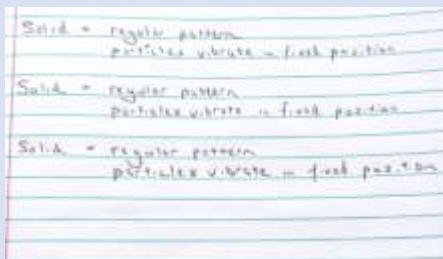
## Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.



## Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.



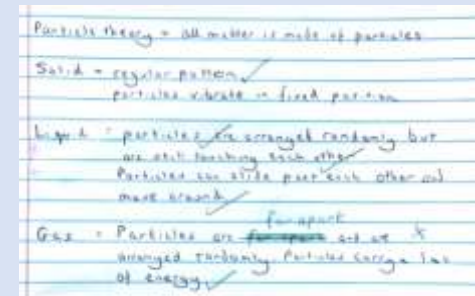
## Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

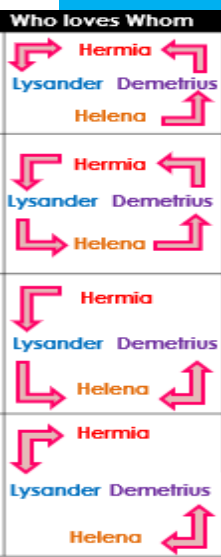


## Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.



Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.



**The Big Ideas in AMND**

**Comedy** - The play is an example of one of Shakespeare's comedies:

- The plot is ridiculous and designed to point fun at the way love can make people behave
- The play ends with marriage; a happy ending, but is it really a happy ending?

**Power of Love** - Struggle of young lovers against all. Shakespeare is emphasising the power that love holds over human beings – it can turn us against our friends and family, cause us to lie and hurt other people. Love can both control and humiliate us.

**Gender Roles** - Hermia defies gender roles when she defies her father and the King. Lysander and Demetrius act out violently, thus, conforming to gender roles. Titania is a strong woman, but Shakespeare chooses to make a mockery of her. Why?

**Vocabulary: Key words**

**severe** – very strict or harsh

**conflict** – a serious disagreement, battle or struggle between two sides or ideas.

**unrequited love** – If a person loves someone who doesn't love them back, the person's love is unrequited

**to mock** – To mock someone is to make fun of them

**chaos** – a situation where there is no order, and everyone is confused

**captivate** - attract and hold the interest and attention of someone

**infatuated** - intense but short-lived passion for someone else

**patriarchy** – a society in which power lies with men

**to resolve** – to solve a problem or difficulty

**forsaken** - abandoned or deserted

**Characters in AMND**

**Athenians**  
**Theseus:** *The Duke of Athens and Hippolyta's fiancé (later husband).*  
**Hippolyta:** *The Queen of the Amazons and Theseus's fiancé (later wife).*  
**Egeus:** *Hermia's father.*  
**Philostrate:** *Master of Revels for Theseus; in charge of arranging entertainments for the court.*

**The Lovers**  
**Hermia:** *the daughter of Egeus and good friend of Helena. She is in love with Lysander.*  
**Helena:** *in love with Demetrius and a good friend of Hermia.*  
**Lysander:** *an Athenian nobleman who is in love with Hermia.*  
**Demetrius:** *an Athenian nobleman who also loves Hermia but has wooed Helena in the past.*

**Background Information of AMND**

*A Midsummer Night's Dream (AMND)* was written by William Shakespeare in 1595.

Shakespeare wrote lots of light-hearted funny plays: Comedy's.

Shakespeare went to a grammar school where he was taught Ancient Greek.

Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the Globe theatre in London.

His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.

The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.

When the play was written, Elizabeth 1<sup>st</sup> was Queen. The play is written in the Elizabethan era.

Both wealthy and poorer Elizabethan people went to the Globe to watch plays.

Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.



**Terminology: Key Words**

**soliloquy** - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters

**comedy** – a type of play that is comical and ends with a happy ending.

**play** - a play is a piece of writing which is performed in the theatre.

**stage directions** - Instructions written into the script of a play

**connotations** – linked idea, meaning or feeling

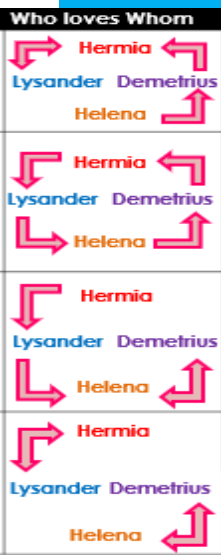
**epitomises** – a perfect example of

**Fairies (Mythical characters)**  
**Titania:** *The Queen of the Fairies and Oberon's wife.*  
**Oberon:** *The King of the Fairies and Titania's husband.*  
**Puck:** *Oberon's mischievous servant.*  
**Peasebody/Cobweb/Mustard seed/Moth:** *Titania's fairies.*

**The workmen/theatre performers**  
**Bottom:** *a weaver who believes he is a great actor.*  
**Quince:** *a carpenter; writer and director of the play put on by his fellow workmen.*  
**Snug/ Snout/Flute/Starveling:** *tradesmen and players in the theatre company performing the play 'Pyramus and Thisbe'.*

**The Love Potion**

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.



**The Big Ideas in AMND**

Comedy -

Power of Love -

Gender Roles -

**Vocabulary: Key words**

severe –

conflict –

unrequited love –

to mock –

chaos –

captivate -

infatuated -

patriarchy –

to resolve –

forsaken -

**Characters in AMND**

Athenians  
Theseus:

Hippolyta:

Egeus:

Philostrate:

**Historical Context of AMND**


**Terminology: Key Words**

soliloquy -

comedy –

play -

stage directions -

connotations –

epitomises –

Fairies (Mythical characters)  
Titania:

Oberon:

Puck:

Peasebody/Cobweb/Mustard seed/Moth:

**The Love Potion**

The love potion...



**What we are learning this term:**

- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

**4 Key Words for this term**

- |                |                   |
|----------------|-------------------|
| 1. Chloroplast | 3. Xylem          |
| 2. Phloem      | 4. Photosynthesis |

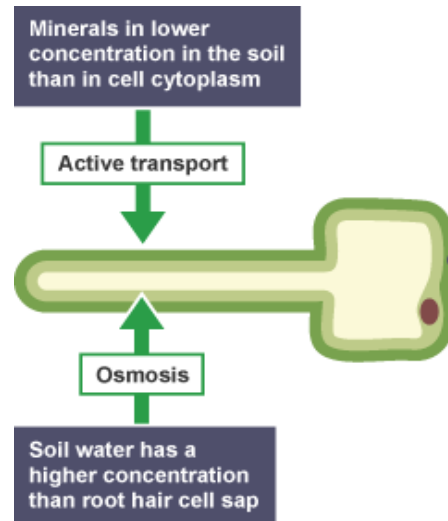
A.

State the word equation for photosynthesis



**B. Describe the function of the roots**

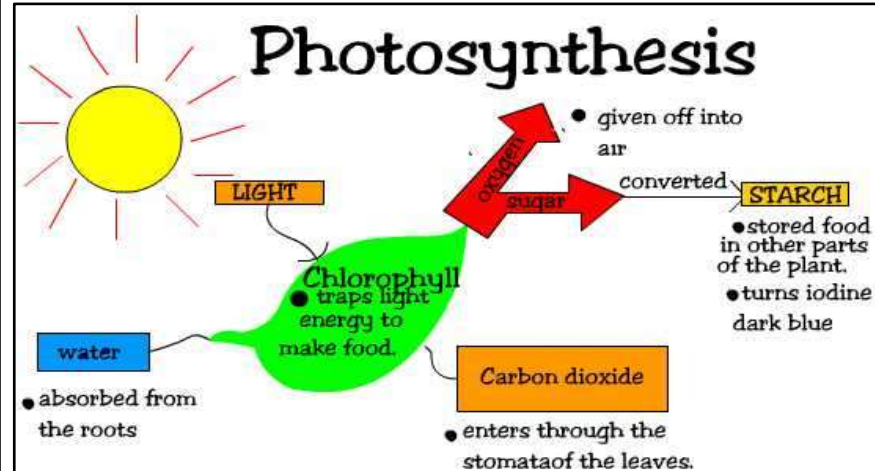
- Made up of **root hair cells**.
- These cells **absorb minerals** through **active transport** (which requires energy).
- They also **absorb water** through **osmosis** (which doesn't require energy).



A.

Describe testing leaves for starch

1. The leaf is **boiled** to break open cells.
2. Then boiled in **ethanol** to remove the chlorophyll.
3. Finally test with **iodine**. **Blue/black** is a positive result.



**What we are learning this term:**

- A. Photosynthesis
- B. Roots
- C. Leaf adaptations
- D. The importance of photosynthesis

**4 Key Words for this term**

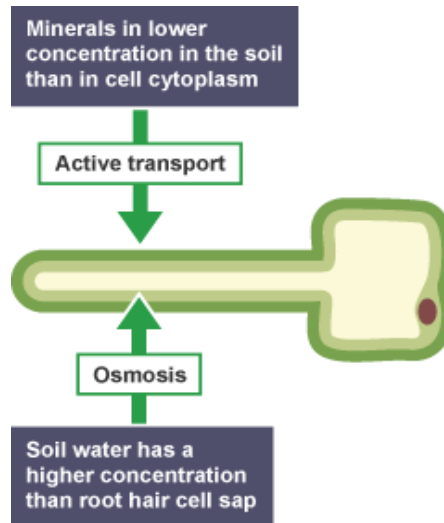
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

A.

State the word equation for photosynthesis

**B. Describe the function of the roots**

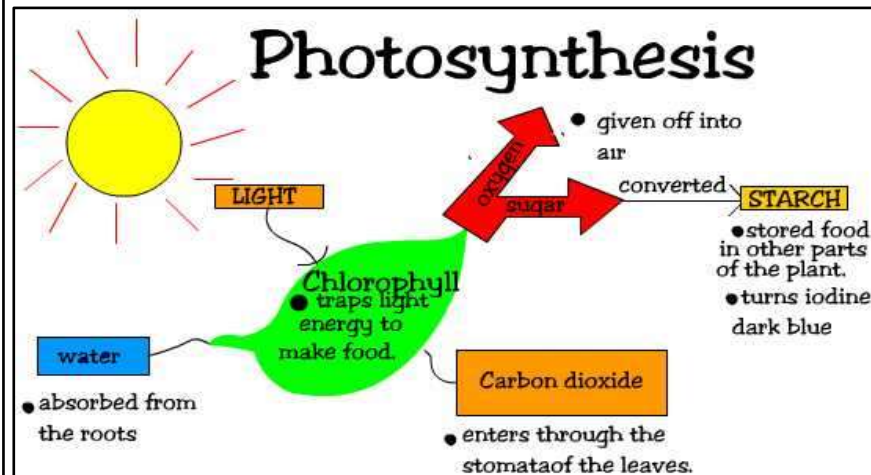
- Made up of \_\_\_\_\_  
\_\_\_\_\_.
- These \_\_\_\_\_ cells **absorb** \_\_\_\_\_ through \_\_\_\_\_ (which requires energy).
- They also **absorb** \_\_\_\_\_ through \_\_\_\_\_ (which doesn't require energy).



A.

Describe testing leaves for starch

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



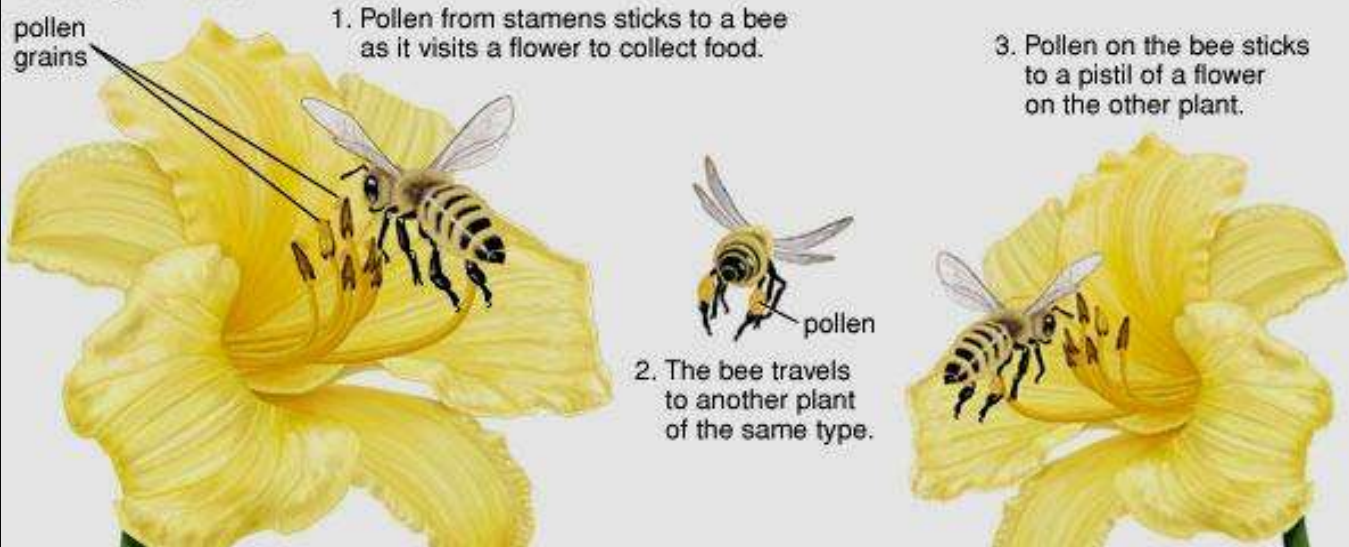
**C. Describe the adaptations of leaves for photosynthesis**

<b>Large surface area</b>	To absorb lots of <b>light</b> .
<b>Waxy coat</b>	To prevent <b>water loss and damage</b> .
<b>Palisade cells</b>	Long, thin and contain lots of chloroplasts for <b>photosynthesis</b> .
<b>Stomata</b>	<b>Small holes</b> on the bottom of the leaf which allow <b>carbon dioxide</b> into the leaf and <b>oxygen</b> out.
<b>Guard cells</b>	Control the <b>opening and closing</b> of the stomata.

**D. Explain the importance of plant pollination in food security**

Lots of the **foods** we eat come from plants which **reproduce by pollination**.  
So if plant pollination is not occurring enough then food will be less secure.

**Cross-pollination**



**D. Define pollination**

Pollination is the **transfer of pollen** from a **male** part of a plant to a **female** part of a plant, enabling later fertilisation and the production of seeds.



<b>C.</b>	<b>Describe the adaptations of leaves for photosynthesis</b>
<b>Large surface area</b>	
<b>Waxy coat</b>	
<b>Palisade cells</b>	
<b>Stomata</b>	
<b>Guard cells</b>	

<b>D.</b>	<b>Explain the importance of plant pollination in food security</b>

**Cross-pollination**

1. Pollen from stamens sticks to a bee as it visits a flower to collect food.

2. The bee travels to another plant of the same type.

3. Pollen on the bee sticks to a pistil of a flower on the other plant.

Labels: pollen grains, pollen

<b>D.</b>	<b>Define pollination</b>

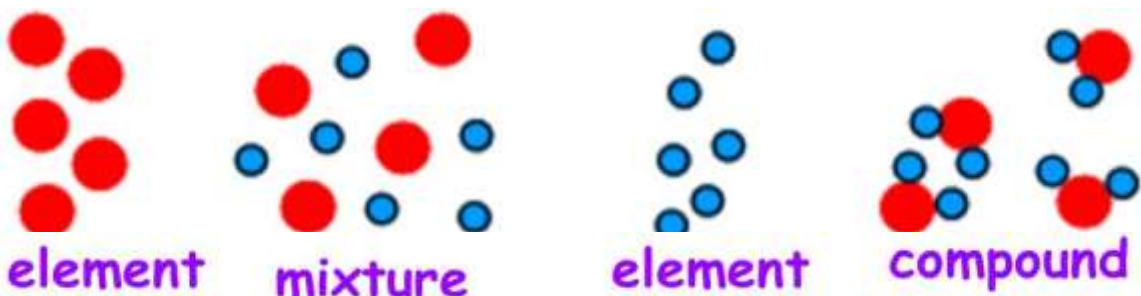
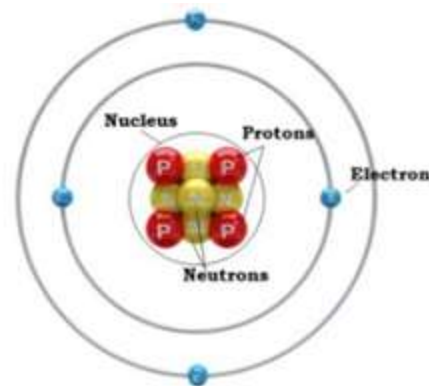
**What we are learning this term:**

- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

**5 Key Words for this term**

- 1. Reactivity
- 2. Atom
- 3. Physical
- 4. Chemical
- 5. Element

<b>A.</b>	<b>What is an atom made up?</b>
Proton	in the nucleus and have a positive charge.
Neutron	in the nucleus and have no charge.
Electron	in the shells and have a negative charge.



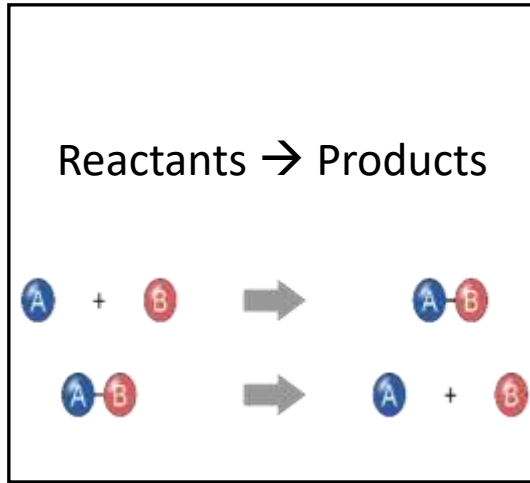
<b>A.</b>	<b>What is an atom?</b>
What all matter is made up off.	

<b>A.</b>	<b>What is an element?</b>
A substance that contains only one type of atom.	

<b>A.</b>	<b>What is a compound?</b>
A substance that contains 2 or more elements that are chemically bonded together.	

<b>A.</b>	<b>What is a mixture?</b>
A substance that contains 2 or more types of atom that are not chemically bonded together.	

<b>B.</b>	<b>What is the conservation of mass?</b>
The total starting mass must equal the total final mass.	



**What we are learning this term:**

- A. Atoms, Element and Compounds
- B. Chemical Reactions
- C. The Periodic Table

**5 Key Words for this term**

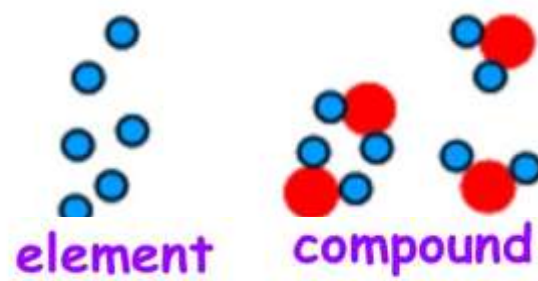
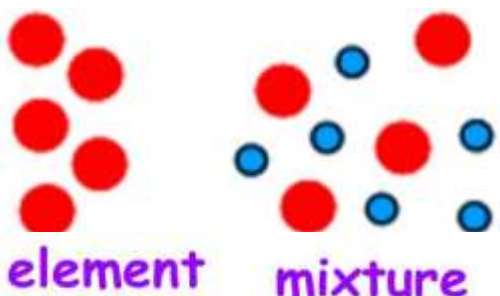
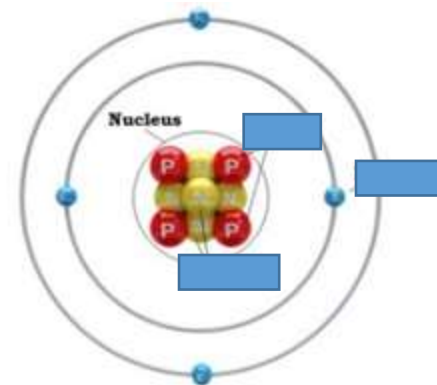
- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. |    |

**A. What is an atom made up?**

in the nucleus and have a positive charge.

in the nucleus and have no charge.

in the shells and have a negative charge.



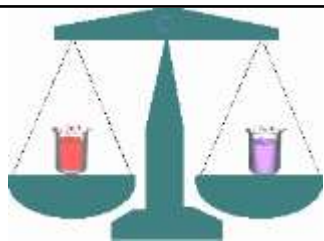
**A. What is an atom?**

**A. What is an element?**

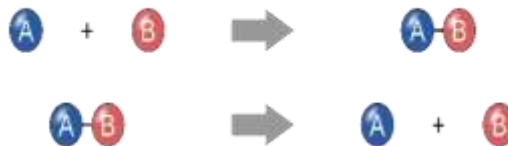
**A. What is a compound?**

**A. What is a mixture?**

**B. What is the conservation of mass?**



Reactants → Products



**B. What is an oxidation reaction?**

The addition of oxygen to a substance

**B. What is a decomposition reaction?**

A reaction where one substance breaks down into 2 or more substances.

**C. How is an atom shown on the Periodic Table?**

**Atomic number**      The number of protons in an atom.

**Mass number**      The total number of protons + neutrons in the nucleus.

**Mass Number** → 23

**Na**

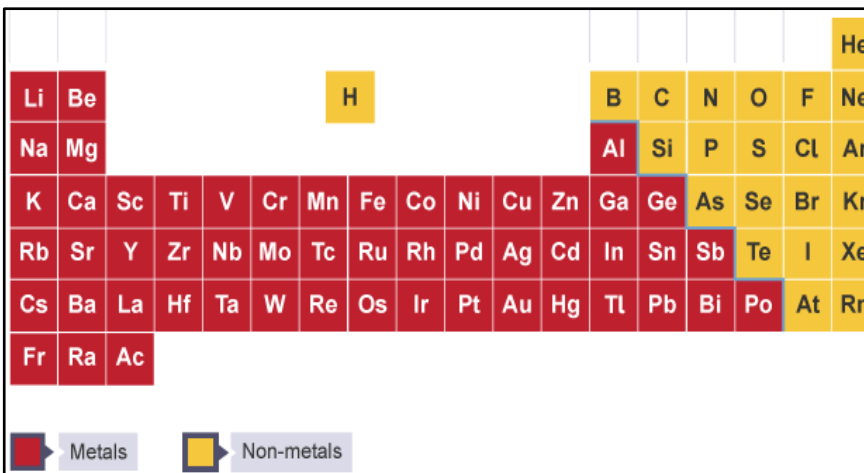
**Atomic Number** → 11

**B. Complete the word equation.**

Magnesium + Oxygen → Magnesium Oxide

**B. Complete the symbol equation.**

$2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$



**C. What two types of elements are found on the periodic table?**

Metals

Non-metals

**C. Who designed the most accurate Periodic Table before the modern Periodic Table?**

Mendeleev

He arranged the elements in increasing atomic weight.

He left gaps for elements that had not been discovered yet.

**C. How is the Periodic Table organised?**

**Groups**

The vertical columns of elements in the periodic table. Elements in the same group have similar properties.

**Periods**

The horizontal rows of elements in the periodic table.

B. What is an oxidation reaction?

B. Complete the word equation.

Magnesium + Oxygen → \_\_\_\_\_ Oxide

B. Complete the symbol equation.

$2H_2 + \_\_\_ \rightarrow 2H_2O$

B. What is a decomposition reaction?

C. What two types of elements are found on the periodic table?

																					He
Li	Be													B	C	N	O	F	Ne		
Na	Mg													Al	Si	P	S	Cl	Ar		
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr				
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe				
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn				
Fr	Ra	Ac																			

Legend:

C. How is an atom shown on the Periodic Table?

The number of protons in an atom.

The total number of protons + neutrons in the nucleus.

C. Who designed the most accurate Periodic Table before the modern Periodic Table?

He arranged the elements in increasing atomic weight.

He left gaps for elements that had not been discovered yet.

C. How is the Periodic Table organised?

The vertical columns of elements in the periodic table. Elements in the same have similar properties.

The horizontal rows of elements in the periodic table.

**What we are learning this term:**

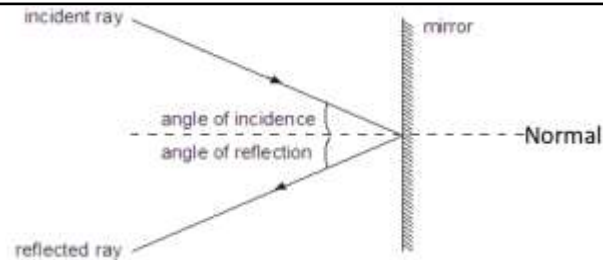
- A. Light and materials
- B. Ray model
- C. Colour
- D. Weight and mass
- E. Astronomical structures and distances
- F. Days, years and seasons

**6 Key Words for this term**

- 1. Vacuum
- 2. Refraction
- 3. Absorption
- 4. Transmission
- 5. Wavelength
- 6. Reflection

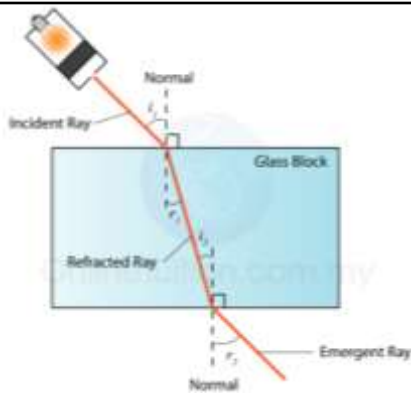
**B. What is reflection?**

When a ray of light (**incident ray**) reflects off a material and the reflected ray of light then goes into your eye, for you to see it.



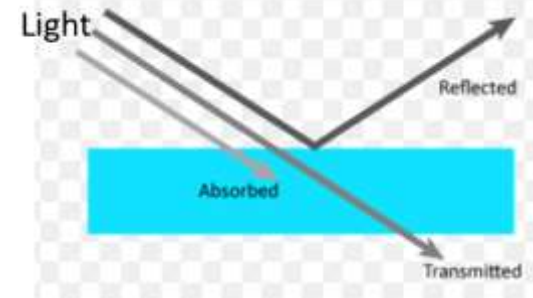
**B. What is refraction?**

When light **changes direction** as it enters or leaves a different medium (material).



**A. What are the three different ways light interacts with material?**

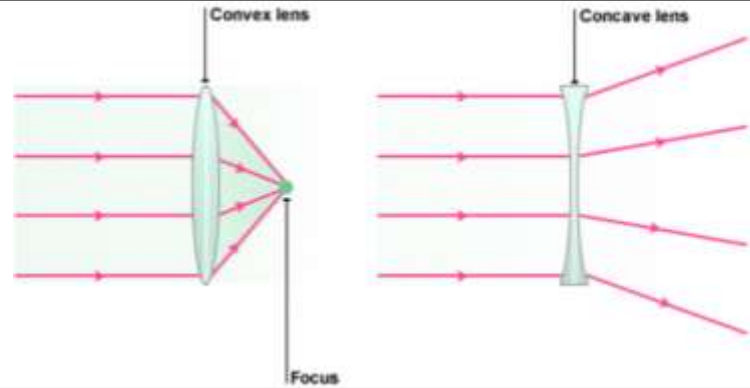
Light is <b>transmitted</b>	it passes straight through
Light is <b>absorbed</b>	it does not pass through
Light is <b>reflected</b>	light bounces off the surface of the material



**B. What are the two types of lenses?**

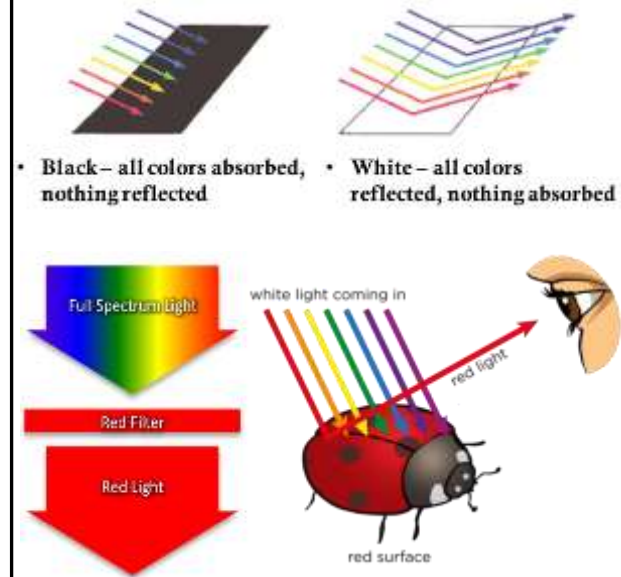
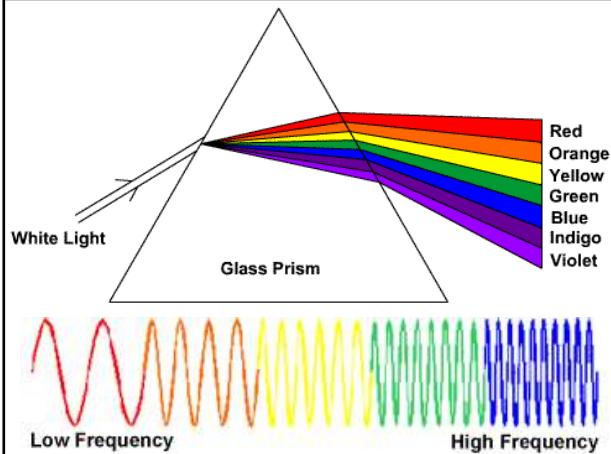
**Convex lens** – light rays are refracted then **converge** (meet up).

**Concave lens** – light rays are refracted then **diverge** (move apart).



**C. What is light dispersion?**

The **separation of white light** into colours according to frequency.



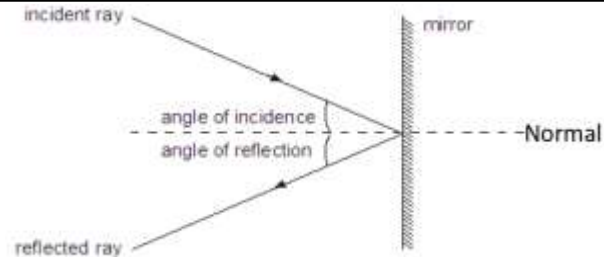
**What we are learning this term:**

- A. Light and materials
- B. Ray model
- C. Colour
- D. Weight and mass
- E. Astronomical structures and distances
- F. Days, years and seasons

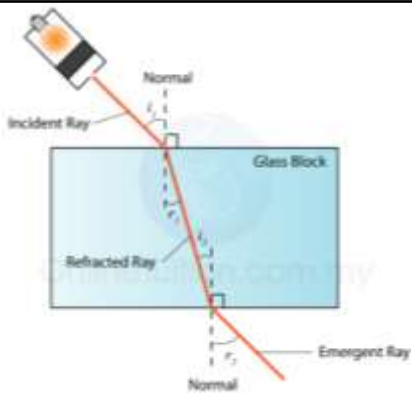
**6 Key Words for this term**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**B. What is reflection?**

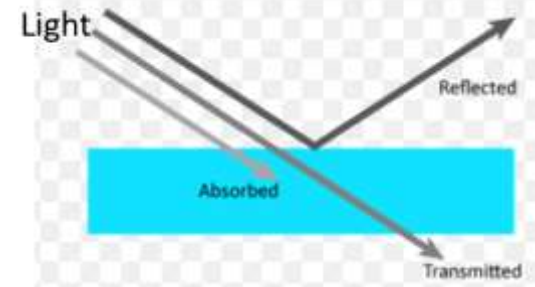


**B. What is refraction?**

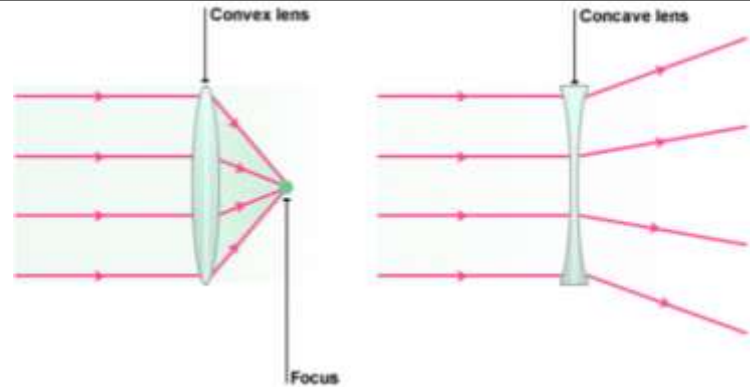


**A. What are the three different ways light interacts with material?**

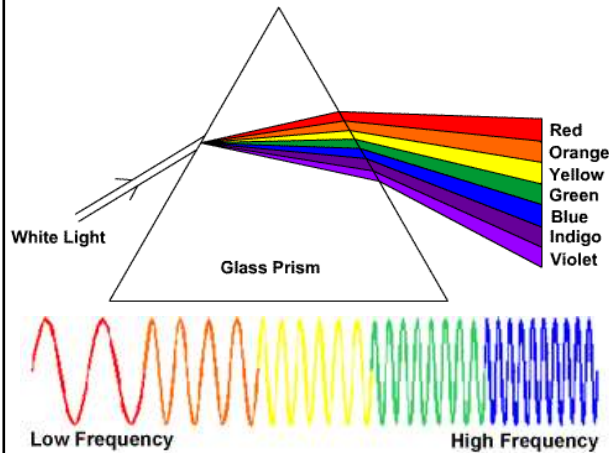
Light is _____	it passes straight through
Light is _____	it does not pass through
Light is _____	light bounces off the surface of the material



**B. What are the two types of lenses?**



**C. What is light dispersion?**



• Black – all colors absorbed, nothing reflected

• White – all colors reflected, nothing absorbed

**D. What is mass?**

Mass measures the amount of material in an object and is measured in kilograms (kg).

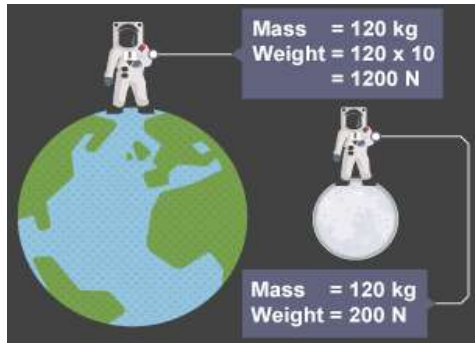
**D. What is weight?**

Weight is a force, caused by gravity acting on a mass. Since it is a force, it is measured in Newtons (N).

**D. What is gravitational field strength?**

The measure of how strong the gravitational field of a large object is.

For instance, the gravitational field strength on Earth is about 10 N/kg. This means that a weight of 10 N acts on each kg of mass on Earth.

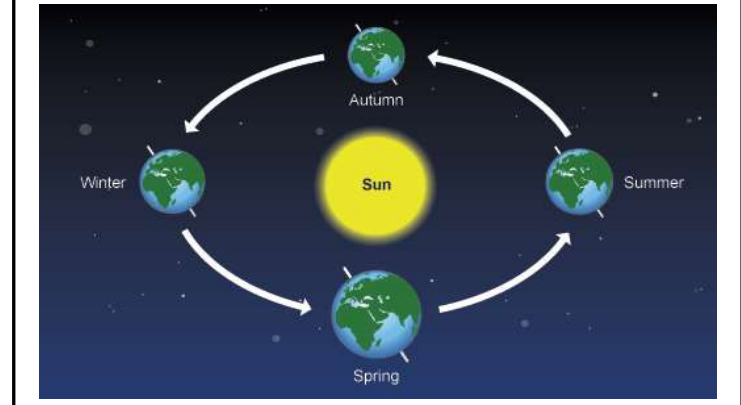


Planet	Weight of the 50 kg crate
Mercury	190 N
Venus	440 N
Earth	500 N
Mars	190 N
Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

**F. What causes the seasons?**

The tilt of the earth's axis.

When the northern hemisphere is tilted **towards** the sun we get **summer** in the UK.  
 When the northern hemisphere is tilted **away** from the sun we get **winter** in the UK



**D. What is the equation for gravitational field strength?**

$W = m g$

W = weight (Newtons, N)  
 m = mass (kilograms, kg)  
 g = gravitational field strength (Newtons per kilogram, N/kg) – on Earth, this is about 10 N/kg

**E. What is a lightyear?**

The distance travelled by light in one year.

**E. Order these from largest to smallest**

asteroid → moon → planet → star → solar system → galaxy

**F. What is the axis?**

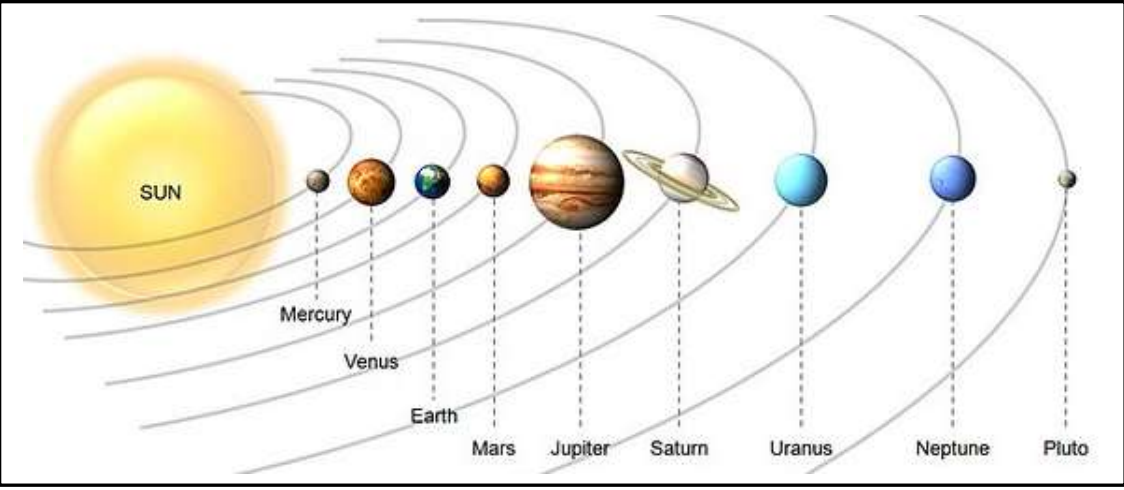
The imaginary line in the Earth between North and South pole

**F. What is a day?**

The time taken for a planet to rotate once on its axis. On Earth this is 24 hours.

**F. What is a year?**

The time taken for a planet to completely orbit the Sun. It takes Earth 365.25 days.



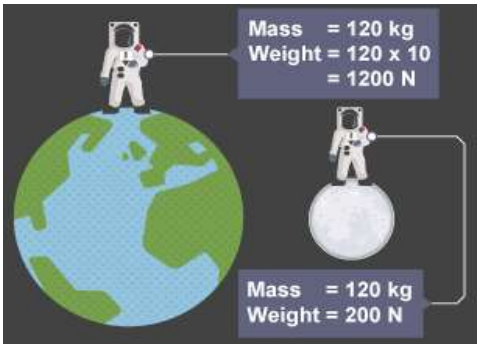


D. What is mass?

D. What is weight?

D. What is gravitational field strength?

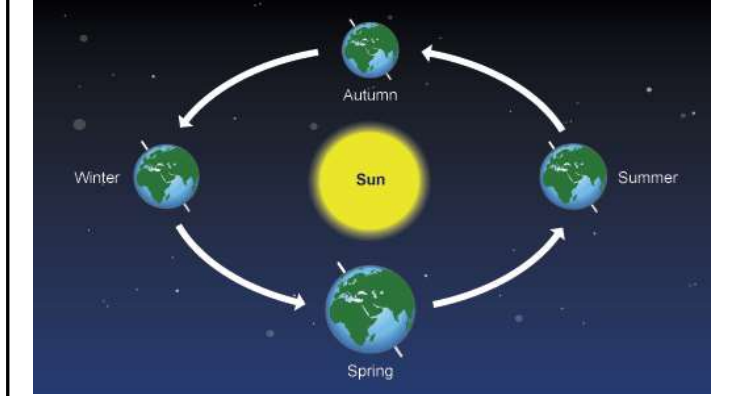
For instance, the gravitational field strength on Earth is about 10 N/kg. This means that a weight of 10 N acts on each kg of mass on Earth.



Planet	Weight of the 50 kg crate
Mercury	190 N
Venus	440 N
Earth	500 N
Mars	190 N
Jupiter	1245 N
Saturn	520 N
Uranus	520 N
Neptune	690 N
Pluto	14.5 N

F. What causes the seasons?

When the northern hemisphere is tilted **towards** the sun we get \_\_\_\_\_ in the UK.  
 When the northern hemisphere is tilted **away** from the sun we get \_\_\_\_\_ in the UK



D. What is the equation for gravitational field strength?

\_\_\_ = \_\_\_ (Newtons, N)  
 \_\_\_ = \_\_\_ (kilograms, kg)  
 \_\_\_ = \_\_\_\_\_ (Newtons per kilogram, N/kg) – on Earth, this is about 10 N/kg)

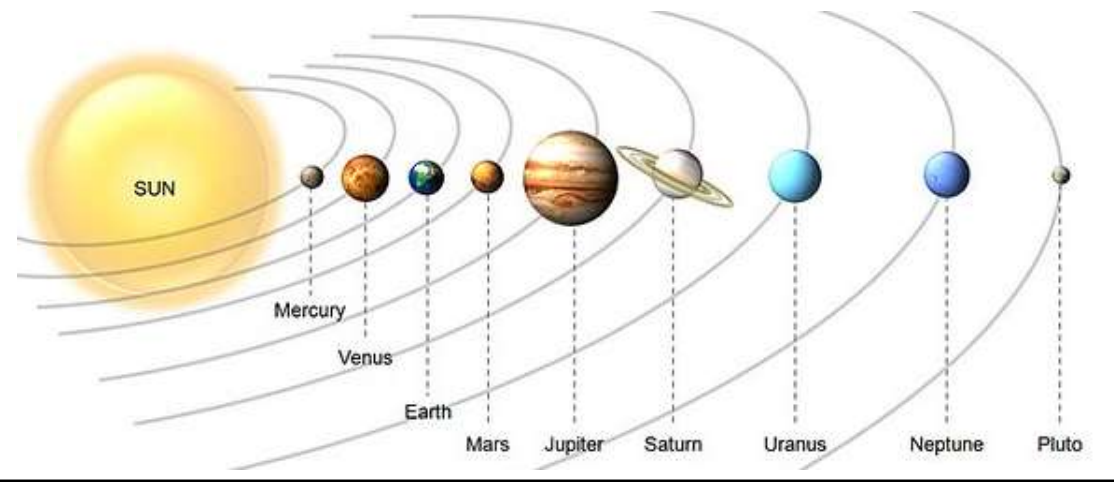
E. What is a lightyear?

E. Order these from largest to smallest:  
 Asteroid, Solar system, Star, Planet, Galaxy, Moon

F. What is the axis?

F. What is a day?

F. What is a year?





# Geography Knowledge Organiser: Year 7 Term 2 Rivers



## Background:

- Rivers affect the landscape and the lives of people who live near them.
- Rivers are found within their own drainage basin and have their own distinct features. **(A)**
- Rivers have their own processes and characteristics **(B)**
- There are many different river processes which can impact the landscape. **(B, C, D)**
- Processes of erosion and deposition can lead to the formation of different river landforms. **(E, F, G)**
- Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. **(H)**
- There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. **(I)**

## A. Drainage basin features (6)

Drainage basin	An area of land drained by a river and its tributaries.
Source	The start of a river.
Mouth	Where the river enters the sea or lake.
Tributary	A small river than joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

## B. River processes (3)

Characteristics	Features typical of a specific place
Process	Actions leading to the formation of something
Systems	A set of actions working together.

## C. Types of erosion (4)

Hydraulic action	The sheer force of the river causing the bed and banks to erode.
Abrasion	Material carried by the river erodes by scraping along the bed and banks.
Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.
Solution	The acids in the water causing erosion.

## E. Waterfall – upper course (2)

Plunge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.
Gorge	A steep sided valley left behind when a waterfall retreats up stream.

## F. Meander – middle course (2)

Slip off slope	The sloping bed of a meander, from the inside (shallow) to the outside (deep).
River cliff	The undercut bank on the outside bend of a meander.

## G. Floodplain – lower course (2)

Silt	The fertile, eroded material transported by a river.
Levees	Banks found at the side of a river in the lower course.

## D. Other river processes (5)

River load	The material which the river is transporting.
Transportation	The movement of material by the river.
Deposition	When a river loses energy so drops it's load.
Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.
Vertical erosion	Erosion which takes place downwards into the land.

## H. Drainage basin processes (6)

Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.
Interception	When the leaves of trees stop precipitation reaching the ground.
Surface run-off	The movement of water overland back into a river.
Surface storage	Water stored on the surface in lakes or puddles.
Infiltration	The movement of water from the surface into the soil.
Through flow	The movement of water through the soil back into the river.

## I. Case study example: Cockermouth

Where/ when? Cockermouth Flood, Cumbria, November 2009 had been flooded in 1999 and again in 2005.

Cause (3)	Effect (4)	Response (3)
<ol style="list-style-type: none"> <li>Received the highest amount of rainfall ever recorded in a single day</li> <li>Impermeable ground meant precipitation could not infiltrate.</li> <li>Sewers were already blocked.</li> </ol>	<ol style="list-style-type: none"> <li>1300 homes flooded</li> <li>One policeman died trying to save others.</li> <li>4 bridges collapsed.</li> <li>Total cost of damage was £100 million</li> </ol>	<ol style="list-style-type: none"> <li>People were rescued by boats when town centre was cut off and 50 people were rescued by helicopter.</li> <li>In 10 days a £1 million fund was set up &amp; a temporary railway station was built.</li> <li>£4.4 million flood defence scheme built.</li> </ol>



# Geography Knowledge Organiser: Year 7 Term 2 Rivers: QUIZZABLE



## Background:

- Rivers affect the landscape and the lives of people who live near them.
- Rivers are found within their own drainage basin and have their own distinct features. **(A)**
- As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. **(B)**
- There are many different river processes which can impact the landscape. **(C, D)**
- Processes of erosion and deposition can lead to the formation of different river landforms. **(E, F, G)**
- Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. **(H)**
- There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. **(I)**

## A. Drainage basin features (6)

An area of land drained by a river and its tributaries.

The start of a river.

Where the river enters the sea or lake.

A small river that joins a larger river.

The point at which two or more rivers meet.

The dividing line between two drainage basins.

## B. River profile (3)

Characteristics

Processes

Systems

## C. Types of erosion (4)

Hydraulic action

Abrasion

Attrition

Solution

## E. Waterfall – upper course (2)

Plunge pool

Gorge

## F. Meander – middle course (2)

Slip off slope

River cliff

## G. Floodplain – lower course (2)

Silt

Levees

## D. Other river processes (5)

The material which the river is transporting.

The movement of material by the river.

When a river loses energy so drops its load.

When erosion moves across the land, causing the bends of meanders to widen.

Erosion which takes place downwards into the land.

## H. Drainage basin processes (6)

Precipitation

Interception

Surface run-off

Surface storage

Infiltration

Through flow

## I. Case study example: Boscastle

Where/ when? .

### Cause (3)

### Effect (4)

### Response (3)

- 1
- 2
- 3

- 1
- 2
- 3
- 4

- 1
- 2
- 3

# Geography Knowledge Organiser: Year 7 Term 3 Development



Background:	
1.	Across the world the standard of living and quality of life can be very different.
2.	Countries therefore have different classifications, based on the quality of life within them. <b>(A)</b>
3.	How developed a country is can be measured in different ways. <b>(B)</b>
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. <b>(C)</b>
5.	World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. <b>(D, E, F)</b>
6.	Aid strategies can have much success. <b>(G)</b>

A.	Country classification (3)
Developed country	Normally has lots of money, many services and a high standard of living.
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.
The Brandt line	An imaginary line which divides countries into the rich north, poor south.

B.	Measuring development (6)
Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by it's population.
Infant mortality	The number of babies that die per 1000 before their first birthday.
Life expectancy	The average age you are expected to live to in a country.
Literacy rate	The % of people that can read and write.
People per doctor	The number of people to one doctor.
Human Development Index	Combines GDP per capita, life expectancy and literacy rate.

C.	Factors influencing development	
Development	How rich or poor a country is compared with other areas.	
<b>Factors which encourage development (4):</b>		<b>Factors which hinder development (4):</b>
<ol style="list-style-type: none"> <li>1. A strong and stable government.</li> <li>2. A large coastline for trade.</li> <li>3. Availability of natural resources e.g. oil, coal, fertile soil etc.</li> <li>4. A pleasant climate, ideal for growing crops.</li> </ol>		<ol style="list-style-type: none"> <li>1. An unstable or corrupt government, meaning money is not invested properly in the country.</li> <li>2. The country is landlocked, making trade difficult.</li> <li>3. Few natural resources to power industry.</li> <li>4. A harsh climate, so can not grow crops reliably.</li> </ol>

D.	What is aid? (6)
Donor	A country that gives aid to another country.
Recipient	A country which receives aid.
Bilateral	International aid given by one country to another.
Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.

E.	Aid - advantages/ disadvantages
Advantages (3)	<ol style="list-style-type: none"> <li>1. People learn new skills e.g. improved farming techniques; so become independent</li> <li>2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines.</li> <li>3. Simple technology e.g. water pumps, are easy for the locals to maintain.</li> </ol>
Disadvantages (3)	<ol style="list-style-type: none"> <li>1. Countries can become dependent upon aid, causing problems if it is removed.</li> <li>2. Corrupt governments can sell the aid on, so it does not reach those in need.</li> <li>3. The recipient can end up in debt if loans or deals are made.</li> </ol>

F.	Fairtrade
What it is:	Trade which involves giving producers in developing countries a fair price for their goods.
<b>Advantages (2)</b>	
<ol style="list-style-type: none"> <li>1. Farmers receive a fair and decent price.</li> <li>2. Ensures good working conditions for farmers.</li> </ol>	
<b>Disadvantages (2)</b>	
<ol style="list-style-type: none"> <li>1. Non-Fairtrade farmers may lose out.</li> <li>2. Sales can often be low as the price of Fairtrade goods can be high.</li> </ol>	

G.	Case study: Goat aid by the charity OXFAM
Where?	In countries in Africa e.g. Mali & Rwanda
<b>Features (2)</b>	
<ol style="list-style-type: none"> <li>1. Oxfam buy goats and donate them to poor villages in Africa.</li> <li>2. Goat milk has calcium, goat poo is used as fertiliser.</li> </ol>	
<b>Success (2)</b>	
<ol style="list-style-type: none"> <li>1. Can sell leftover milk and cheese for profit.</li> <li>2. Builds community spirit, you can eat the goat if it dies, goats breed making it sustainable (won't run out)</li> </ol>	

# Geography Knowledge Organiser: Year 7 Term 3 Development

## Background:

1. Across the world the standard of living and quality of life can be very different.
2. Countries therefore have different classifications, based on the quality of life within them. **(A)**
3. How developed a country is can be measured in different ways. **(B)**
4. Development is not haphazard and there are many reasons why some countries are more developed than others. **(C)**
5. World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. **(D, E, F)**
6. Aid strategies can have much success. **(G)**

## A. Country classification (3)

Developed country	
Developing country	
The Brandt line	

## B. Measuring development (6)

Gross Domestic Product per capita (GDP per capita)	
Infant mortality	
Life expectancy	
Literacy rate	
People per doctor	
Human Development Index	

## C. Factors influencing development

Development	
<b>Factors which encourage development (4):</b>	<b>Factors which hinder development (4):</b>

## D. What is aid? (6)

Donor	
Recipient	
Bilateral	
Multi-lateral	
Short term aid	
Long term aid	

## E. Aid - advantages/ disadvantages

Advantages (3)	
Disadvantages (3)	

## F. Fairtrade

What it is:	
<b>Advantages (2)</b>	<b>Disadvantages (2)</b>

## G. Case study: Tree aid

Where?	
<b>Features (2)</b>	<b>Success (2)</b>

# Year 7 History : Renaissance

What we are learning this term:	
Why was the Renaissance significant for Europe?	
A.	Keywords
B.	<i>What was the causes of the Renaissance ?</i>
C.	Did individuals have the biggest impact on medicine during the Renaissance?
D.	What was the impact of the Renaissance on science?
E.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?

A.	Keywords
Dissection	To cut open a human body for the purpose of learning about it.
Renaissance	The revival of European science, art and literature the 14th–16th centuries.
Astrology	The beliefs that the stars can have a cosmic influence on day-to-day occurrences such as health
Superstition	Irrational belief in supernatural influences, especially as leading to good or bad luck or health
Rational	Ideas based on science and understanding of the world.
Anatomy	The study of the structure of the human body.
Physician	A medieval and Renaissance doctor. These received university educations where they would be taught from the works of Galen.
Scholar	A learned person in the medieval era. They read books and frequently had university educations
Perspective	A way of looking at something.
Classical	Referring to anything that takes influence from ancient Greece and Rome.
Circumnavigate	To go all the way around the earth.
Heliocentric	The belief that the sun is the centre of the solar system.
Sponsorship	Paid support for someone, eg. paid support for artist to paint pictures
Revolution	An uprising and attempted overthrow of those in power

C. Did individuals have the biggest impact on medicine during the Renaissance?		
Andre Vesalius	William Harvey	Printing Press
Challenged Galen’s ideas producing artwork to show what the body actually looked like and it was accurate as Vesalius actually did dissections on human bodies	Galen said blood is contently being made in the liver and then is burned up as fuel by the rest of the body	Allowed books to be made without the influence of the church stopping them from censoring ides they disapproved of. This allowed new medical ideas that challenged Galen to be shared openly
Dissected a heart proving Galen wrong and discovering that the septum in the heart did not have holes	Harvey showed that blood circulates repeatedly around the body, with the heart acting as a pump	Allowed books to be made quickly and easily meaning that more books were made, and they could be spread much more easily for a much lower price meaning that many more people would read new ideas.
Demonstrated that the jawbone was one bone not two bones (showing Galen had done research using pig and monkey corpses not human	Calculated that this would require 1800 litres of blood to be made a day – not possible	Allowed accurate replication of images and diagrams allowing the structure and workings o the body to be shown in accurate detail.
Found many other errors in Galen causing people to doubt Galen and the word of the church	Galen said that veins carried blood and air – found this to be incorrect	
Disproved Galen’s theory that blood is constantly being made in the liver and is burned up as fuel by the body		

D.	What was the causes of the Renaissance ?
How did Columbus cause the renaissance?	Showed that there was new lands to be discovered, encouraged others to explore and discover new lands.
How did the printing press cause the renaissance?	Allowed information to be spread quickly easily and cheaply, as more people had access to books. Took control of book making out of the control of the church who had previously used monks to create all books.
List of causes of the Renaissance.	<ul style="list-style-type: none"> <li>• Decline in Feudalism</li> <li>• Impact of the crusades</li> <li>• Decline in church influence</li> <li>• Increase in wealth and prosperity</li> <li>• Invention of the printing press</li> <li>• Fall of Constantinople</li> <li>• Influence of progressive rulers and nobility</li> <li>• Geographical improvements to voyages</li> </ul>

B.	Describe features of Renaissance of Architecture
Influences	Renaissance architecture was heavily influenced by the desire to recreate Roman and Greek
Features	Very large domes and arches often made of bright white stone such as marble. Lots of Pillars used in styles such as Ionic, Corinthian and Doric
How were they constructed ?	Using new machinery, examining ancient buildings, reading ancient books on architecture

E.	What was the impact of the Renaissance on science?
Nicolaus Copernicus	• Heliocentric theory - the earth and other planets go around the sun
Tycho Brahe	• Measurements of planets and stars • Helped to prove heliocentric theory • Proposed a modified Copernican system (earth goes around the sun)
Johannes Kepler	• Developed the 3 laws of planetary motion • Charted the orbit and position of many planets showing they didn’t need to orbit the sun in a perfect circle
Galileo Galilei	• Invented improved the telescopes • Discovered the Moon was not smooth – that it had craters • Theorised that the Moon reflected light from the sun • Discovered the moons of Jupiter, phases of Venus and sunspots • Agreed with Copernicus and the heliocentric theory
Isaac Newton	• Worked on optics and discovered the coloured spectrum • Created a more powerful telescope which was 10X smaller than traditional telescopes • Discovered calculus, the 3 laws of motion and his theory of universal gravitation

F.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?
The of Scientific Revolution	The Renaissance encouraged curiosity, investigation, discovery, modern day knowledge. This caused people to question old beliefs. There was discoveries in science, art, astronomy and many other areas.
Age of Superstition	During witch hunts women were accused of being witches and using supernatural powers to cause bad things to happen such as illness, accidents or bad harvests. This shows that some people were more concerned about religion and superstition.

# Year 7 History : Renaissance Quizzable

**What we are learning this term:**

Why was the Renaissance significant for Europe?

A. Keywords  
 B. *What was the causes of the Renaissance ?*  
 C. Did individuals have the biggest impact on medicine during the Renaissance?  
 D. What was the impact of the Renaissance on science?  
 E. Was the Renaissance a time of Scientific Revolution or Age of Superstition?

A.	Keywords
Dissection	
Renaissance	
Astrology	
Superstition	
Rational	
Anatomy	
Physician	
Scholar	
Perspective	
Classical	
Circumnavigate	
Heliocentric	
Sponsorship	
Revolution	

C. Did individuals have the biggest impact on medicine during the Renaissance?		
Andre Vesalius	William Harvey	Printing Press

A.	What was the causes of the Renaissance ?
How did Columbus cause the renaissance?	
How did the printing press cause the renaissance?	
List causes of the Renaissance.	

B.	Describe features of Renaissance of Architecture
Influences	
Features	
How were they constructed ?	

D.	What was the impact of the Renaissance on science?
Nicolaus Copernicus	
Tycho Brahe	
Johannes Kepler	
Galileo Galilei	
Isaac Newton	

E.	Was the Renaissance a time of Scientific Revolution or Age of Superstition?
<i>The of Scientific Revolution</i>	
<i>Age of Superstition</i>	

# Year 7 Religious Education: Christianity beliefs and teachings

A. Can you define these key words?	
Key word	Key definition
Messiah	A messiah is a saviour or liberator of a group of people, Christians believe Jesus is the Messiah
Immaculate Conception	the teaching that God preserved the Virgin Mary from the taint of original sin
Ministry	The work of a religious person
Beatitudes	The blessings listed by Jesus in the Sermon on the Mount
Resurrection	The Christian belief that Jesus rose from the dead
Creed	A statement of Christian beliefs
Original Sin	the evil within all human beings, inherited from Adam and Eve
Reformation	A 16th century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches
Protestant	A branch of Christianity whose main source of authority is the Bible
Evangelism	Churches that stress the preaching of the Gospel of Jesus Christ, personal conversion experiences and scripture as the sole basis for faith

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	Jesus was born to the Virgin Mary through immaculate conception which proves to Christians that Jesus was God incarnate (God in human form)
2	Christians believe Jesus to be a Messiah, they believe God sent Jesus to Earth as a Saviour of mankind, which is why Christians celebrate Christmas – to celebrate the birth of their saviour
3	Some Christians choose to look at the birth of Jesus to the Virgin Mary as a metaphor (they don't believe it really happened) to suggest that Jesus is not an ordinary human being. This helps them to understand his powers as the Son of God
4	At Christmas Christians sing Carols about the birth of Jesus from the Gospels to help remind Christians of the story of Jesus' birth and to remind them of the importance of Christmas
5	Christians believe Jesus has a divine nature which is represented in the Gospels. This is shown through his immaculate conception, how his visitors were guided by a star, which is one of the reasons they celebrate Christmas

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1	During his Ministry Jesus taught Christians the importance of acting lovingly towards others even if his actions went against the law – his key teaching being "love thy neighbour"	This is the longest of the recorded Sermons of Jesus in the New Testament. It focused on Jesus explaining what it means to follow him.
2	Jesus performed many miracles e.g. bringing someone back from the dead – this proves to Christians that God is all powerful and Jesus is the son of God	Jesus focused on teaching people what it means to be a member of God's kingdom and the major ideals of Christian life
3	Jesus taught not to judge others – may he who is without sin cast the first stone – parable of the adulterous woman	Jesus taught his followers in this Sermon the importance of following religious law and how to follow the religious law
4	Taught Christians to always help others, love thy neighbour, even if they are an enemy – Good Samaritan	Jesus taught his followers should live differently to others with a high level of selflessness and love.

D The Death and Resurrection of Jesus	
The last supper was the last meal Jesus had with his disciples. During the meal Jesus predicted one of his disciples would betray him.	Jesus' death is seen as an act of atonement for individuals sins – Jesus' death helped them reconcile with God
Jesus broke bread during the last supper stating 'do this in remembrance of me' which is something that his influenced Christians today as the breaking of bread is practiced during Mass	Jesus was believed to revile his resurrected self to Mary Magdalen after rising from death the day after his crucifixion

E The Council of Nicaea	F St Augustine
1 This particular group of Bishops decided to introduce the teaching of the Trinity – God as father, son and holy spirit	1 He sought to define each aspect of the Trinity to ensure they all had an equal appreciation of greatness
2 The Roman Emperor Constantine himself converted to Christianity and had a huge impact on religion in the Empire	2 Augustine used the idea and notion of love to explain the Trinity and its three parts - he that loves, and that which is loved, and love

G Christianity today
1 Within Christianity today there are a number of different denominations (branches)
2 <b>More traditional branched of Christianity are in decline when compared with more modern branches of Christianity</b>
3 There is still a large debate surrounding the teachings of Christianity and whether they should be more modernised to fit in with todays society and stop the decline in followers





A. Can you define these key words?	
Key word	Key definition
Messiah	
Immaculate Conception	
Ministry	
Beatitudes	
Resurrection	
Creed	
Original Sin	
Reformation	
Protestant	
Evangelism	

B. What do Christians believe about the nativity of Jesus – 5 facts	
1	
2	
3	
4	
5	

C. Jesus' Ministry- 4 facts		The Sermon on the Mount - 4 facts
1		
2		
3		
4		

D The Death and Resurrection of Jesus	

E The Council of Nicaea		F St Augustine	
1		1	
2		2	

G Christianity today	
1	
2	
3	



## Year 7 Religious Education: Judeo-Christian Foundations



A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	Judaism a unique religion is that you are born into it. <u>in order</u> to be God's representative on earth, you need to be a descendant of Abraham. This means that you are born a <u>Jews</u> , you cannot convert to Judaism.
Synagogue	The building where a Jewish congregation meets for religious worship and instruction	2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life. This is called the <u>Mitzvot</u> and the most important rules are known as the Ten Commandments.
Worship	Showing adoration and love to God	3	Jews believe that if they do not follow these rules and set an example, they will be punished- "You alone have I intimately known of all the families on the earth; <u>therefore</u> I will punish you for all your inequities"
Atonement	the action of making amends for wrongdoing	4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham to represent God on Earth 3. God made a covenant with Jews that they must obey and follow the rules in the Torah.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs	5	The Torah scrolls are kept in an Ark in a synagogue. The Torah is sung to a special tune rather than spoken. The scrolls are not directly touched, a pointer is used instead so the Torah does not get damaged or smudged.
Genocide	The deliberate killing of a <u>large number of</u> people from a particular group with the aim of destroying that group	6	Jews believe that Moses was given the "oral Torah" and this was written down later by Jewish teachers. This Talmud helps to give clarification on rules and forms the basis for lots of traditions
Shabbat	A Jewish day of rest.	C. What is Orthodox Judaism- 5 facts	
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures	1	Torah is literally given by God to Moses on Mount Sinai and has been passed on from one generation to another.
Aron Hakodesh	A large cupboard that holds the Torah	2	Jewish Law should be strictly followed as the Torah is the word of God, it is unchanging and should not be changed over time.
Tanakh	The Jewish Scriptures comprising the books of law, the prophets, and collected writings.	3	Orthodox men and women dress very modestly and keep most of their skin covered.
Talmud	The body of Jewish civil and ceremonial law and legend	4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards
D. Features of the synagogue		5	Do not have any physical contact with those of the opposite sex unless they are married family members.
Aron hakodesh	<u>Jewish life</u> symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	F. How and why are Jews persecuted?	
Ner Tamid	A light <u>above the aron hakodesh</u> that never goes out- commanded by God.	1	- <b>They are a minority religion</b> - They have distinct religious practices and customs that are different to the rest of society and there are fewer Jewish people than other religions
Sefer Torah	a scroll kept inside the <u>aron hakodesh</u> . Handwritten by a scribe, it is covered with a mantle or cloth that is ornately decorated.	2	- <b>Superiority</b> - People accuse them of being superior because they see themselves as God's chosen people
Bimah	A raised platform with a reading desk in the centre where the <u>Sefer Torah</u> is read..	3	- <b>Christ-killer myth</b> - Some people believe that Jewish people are responsible for god killing (decide) and the crucifixion of Jesus Christ. This means that a lot of Christians have hatred towards Jewish people. The Romans were <u>actually responsible</u> as Jews did not have the power to crucify people. Jesus himself was <u>actually Jewish</u>
Pesach	Commemorates Hebrews being saved from the angel of death (10th plague) and their exodus from Egypt.		
Yom Kippur	a day to atone for the sins of themselves and their community. Happens on the 10 <sup>th</sup> day after the new year (Rosh Hashanah).		



## Year 7 Religious Education: Judeo-Christian Foundations





A. Can you define these key words?		B. What do Jews believe and Jewish scripture- 6 main facts	
Key word	Key definition	1	
Synagogue		2	
Worship		3	
Atonement		4	
Persecution		5	
Genocide		6	
Shabbat		C. What is Orthodox Judaism- 5 facts      What is Reform Judaism- 5 facts	
Torah		1	
Aron Hakodesh		2	
Tanakh		3	
Talmud		4	
Mitzvot		5	
D Features of the synagogue		E What is celebrated during Pesach and Yom Kippur?	
Aron hakodesh-	<u>Ner Tamid-</u>	1	Pesach
<u>Sefer Torah-</u>	Bimah-	2	Yom Kippur-
		F How and why are Jews persecuted?	
		1	-They are a minority religion-
		2	-Superiority-
		3	-Christ-killer myth-



<b>A Folder Handling</b>		<b>What we are learning this term:</b>			
		A. Folder Handling    B. Cyberattack Motivations    C. Online Dangers    D. File Handling			
<b>Folders</b>					
<b>Ctrl + Shift + N</b>					
<b>File Path</b>		<b>B. Cyberattack Motivations</b>		<b>C. Online Dangers</b>	
		Committing a cyberattack in order to...		Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.	
		Cybercrime		<b>Misinformation</b>	
					A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
<b>Locating Folders</b>		Cyberespionage		<b>Cyberbullying</b>	
			Raise awareness of a political or social problem.	<b>D. File Handling</b>	
<b>Renaming a file</b>		Cyberwarfare		Keyboard shortcuts	
				Select All	
				Paste	
				Cut	
				Save	



<b>A Folder Handling</b>		<b>What we are learning this term:</b>	
		A. Folder Handling    B. Cyberattack Motivations    C. Online Dangers    D. File Handling	
<b>Folders</b>	<b>Folders are areas on our computer which can hold items/ files.</b>		
<b>Ctrl + Shift + N</b>	<b>Shortcut to make a new folder</b>		
<b>File Path</b>	<b>The route taken to get to a specific folder:</b>		
			
<b>Locating Folders</b>	<b>Click on the search bar in the folder window and type in the name of the folder:</b>		
			
<b>Renaming a file</b>	<b>F2</b>		
<b>B. Cyberattack Motivations</b>			
Committing a cyberattack in order to...			
Cybercrime	Generate profit or cause criminal damage.		
Cyberespionage	Gain access to confidential information.		
Hacktivism	Raise awareness of a political or social problem.		
Cyberwarfare	Disrupt or damage the activities or assets of another country.		
<b>C. Online Dangers</b>			
<b>Lootboxes</b>	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.		
<b>Misinformation</b>	False or inaccurate information which is meant to deceive or trick people.		
<b>Grooming</b>	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.		
<b>Cyberbullying</b>	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.		
<b>D. File Handling</b>			
Keyboard shortcuts			
Select All			<b>Ctrl+A</b>
Paste			<b>Ctrl+V</b>
Cut			<b>Ctrl+X</b>
Save			<b>Ctrl+S</b>

# Year 7 Term 6 SPANISH Knowledge organiser: Topic = ¡Por fin de vacaciones!

What we are learning this term:	
A. Talking about transport and holiday travel B. Describing holiday activities C. Extending holiday descriptions D. Describing a past holiday E. Describing future holiday plans F. Translation practice	
6 Key Words for this term	
1. soler	4. viajar
2. las vacaciones	5. Mi aventura
3. ir	6. Voy a...

C. Más cosas de vacaciones – More holiday things	
recoger conchas en los charcos visitar el museo arqueológico arriesgado/a educativo/a estimulante peligroso/a relajante la aventura la tribú el tucán el valle el vuelo	to collect shells in the rockpools visit archeological museum risky educational stimulating dangerous relaxing adventure tribe toucan valley flight

Key Verbs				
Viajar To travel	Ir To go	Alojarse To stay	Hacer – to do/make	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo I stay	Hago I do	Pruebo I try
Viajas You travel	Vas You go	Te alojas You stay	Haces You do	Pruebas You try
Viaja s/he travels	Va s/he goes	Se aloja s/he stays	Hace s/he does	Prueba s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos We do	Probamos We try
Viajan They travel	Van They go	Se alojan They stay	Hacen They do	Prueban They try

A. Tengo mucho que hacer – I have a lot to do	
alojarme en un hotel comer en restaurantes típicos ir de compras a mercados jugar al vóley – playa nadar en el mar pasear por la playa sacar fotos tomar el sol visitar los monumentos históricos la arena la estrella el plato el puerto estar de vacaciones ir de vacaciones	to stay in a hotel to eat in typical restaurants to go shopping to the markets to play beach volleyball to swim in the sea to walk by the beach to take photos to sunbathe to visit historic monuments sand star dish the port to be on holiday to go on holiday

D. ¡Allá voy! – Here I come!	
el autocar el avión el barco la Bicicleta el coche la motocicleta el tren Voy a ... a pie en autocar en avión en barco en Bicicleta en coche en motocicleta en tren Alemania Egipto Escocia Estados Unidos Francia Gales Grecia Inglaterra Irlanda Italia Turquía ir de visita una escapada a la ciudad unas vacaciones en la playa un viaje cultural	coach plane boat bike car motorbike train I go to... by foot by coach by plane by boat by bike by car by motorbike by train Germany Egypt Scotland USA France Wales Greece England Ireland Italy Turkey to go on a visit an escape to the city a beach holiday a cultural trip

E. Te cuento que pasó – I'll tell you what happened...		Mi aventura – My adventure	
el año pasado el mes pasado en mis últimas vacaciones el verano pasado al aire libre la barbacoa el camping la isla bailar en una discoteca comprar recuerdos hacer ciclismo nadar en la piscina probar la gastronomía local sacar selfies salir con los amigos ver un partido hacer una visita guiada observar la naturaleza planear subir una montana el capibara la deforestación el delfín la experiencia el hostel la rana venenosa	last year last month on my last holidays last summer in the open air barbeque camping island to dance at a disco to buy souvenirs to go cycling to swim in the pool to try the local cuisine to take selfies go out with friends to watch a match to do a guided tour to observe nature to plan to climb a mountain large rodent deforestation dolphin experience hostel poisonous frog	el río Amazonas la selva tropical el año que viene el miércoles que viene la semana que viene el verano que viene Voy a ... dar de comer a las llamas dormir mucho no hacer nada hacer un crucero pescar en el río planear mis vacaciones en internet trabajar de voluntario/a ganar la lotería ver muchos animales salvajes viajar alrededor del mundo volar en un avión privado el comedor social incluido/a el mar mediterráneo	The Amazon river tropical rainforest next year next Wednesday next week next summer I'm going to... feed the llamas sleep a lot not do anything go on a cruise fish in the river plan my hols on the internet work as a volunteer to win the lottery to see a lot of wild animals to travel around the world to fly in a private plane soup kitchen included The Mediterranean Sea

B. ¡Esto es la pera! – This is amazing!	
¡Es flipante! ¡Es la pera! ¡Es muy guay! ¡Es un rollo! ¡Mola mucho! ¡Qué aburrimiento! ¡Qué chulo! ¡Qué fastidio! hacer un picnic hacer senderismo montar en globo montar en moto acuática aproximado/a	It's amazing! It's incredible! It's very cool! It's a pain! It's out of this world! What a bore! How awesome! How annoying! to make a picnic to go hiking go in a hot air balloon to go on a jet ski approximate

**What we are learning this term:**

- A. Talking about transport and holiday travel
- B. Describing holiday activities
- C. Extending holiday descriptions
- D. Describing a past holiday
- E. Describing future holiday plans
- F. Translation practice

**6 Key Words for this term**

- |                   |                |
|-------------------|----------------|
| 1. soler          | 4. viajar      |
| 2. las vacaciones | 5. Mi aventura |
| 3. ir             | 6. Voy a...    |

**C. Más cosas de vacaciones – More holiday things**

_____	to collect shells in the rockpools
_____	visit archeological museum
arriesgado/a	_____
educativo/a	_____
estimulante	_____
_____	dangerous
_____	relaxing
la aventura	_____
la tribú	_____
el tucán	_____
_____	valley
el vuelo	_____

**Key Verbs**

Viajar To _____	Ir _____	Alojarse To stay	Hacer – _____	Probar To try (food etc)
Viajo I travel	Voy I go	Me alojo _____	Hago I do	_____ I try
Viajas _____	You go	Te alojas You stay	_____ You do	Pruebas _____
Viaja s/he travels	Va _____	_____ s/he stays	Hace s/he does	_____ s/he tries
Viajamos We travel	Vamos They go	Nos alojamos We stay	Hacemos _____	_____ We try
Viajan They travel	_____ They go	Se alojan They stay	Hacen They do	Prueban They try

**A. Tengo mucho que hacer – I have a lot to do**

_____	to stay in a hotel
_____	to eat in typical restaurants
típicos	to go shopping to the markets
i _____	to play beach volleyball
_____	_____
nadar en el mar	_____
pasear por la playa	_____
sacar fotos	_____
tomar el sol	_____
visitar los monumentos históricos	_____
_____	sand
_____	star
el plato	_____
el puerto	_____
_____	to be on holiday
_____	to go on holiday

**D. ¡Allá voy! – Here I come!**

_____	coach
_____	plane
el barco	_____
la Bicicleta	_____
el coche	_____
_____	motorbike
_____	train
_____	I go to...
_____	by foot
en autocar	_____
en avión	_____
en barco	_____
en Bicicleta	_____
_____	by car
_____	by motorbike
_____	by train
Alemania	_____
Egipto	_____
Escocia	_____
Estados Unidos	_____
_____	France
_____	Wales
Grecia	_____
Inglaterra	_____
_____	Ireland
_____	Italy
_____	Turkey
ir de visita	_____
_____	an escape to the city
_____	a beach holiday
_____	_____
un viaje cultural	_____

**E. Te cuento que pasó – I'll tell you what happened...**

_____	last year
_____	last month
_____	on my last holidays
_____	_____
el verano pasado	_____
al aire libre	_____
la barbacoa	_____
el camping	_____
la isla	_____
bailar en una discoteca	_____
_____	to buy souvenirs
_____	to go cycling
probar la gastronomía local	to swim in the pool
_____	_____
_____	to take selfies
_____	go out with friends
_____	to watch a match
_____	to do a guided tour
_____	_____
observar la naturaleza	_____
_____	to plan
_____	to climb a mountain
_____	large rodent
_____	deforestation
el delfín	_____
la experiencia	_____
el hostel	_____
la rana venenosa	poisonous frog

**Mi aventura – My adventure**

el río amazonas	_____
la selva tropical	_____
el año que viene	_____
el miércoles que viene	_____
_____	next week
_____	_____
el verano que viene	_____
Voy a ...	_____
dar de comer a las llamas	feed the llamas
_____	sleep a lot
_____	not do anything
_____	go on a cruise
pescar en el río	_____
planear mis vacaciones en internet	_____
trabajar de voluntario/a	_____
_____	to win the lottery
ver muchos animales salvajes	_____
_____	to travel around the world
volar en un avión privado	_____
el comedor social incluido/a	_____
el mar mediterráneo	soup kitchen included
_____	_____
_____	_____

**B. ¡Esto es la pera! – This is amazing!**




¡Es flipante!	_____
¡Es la pera!	_____
_____	It's very cool!
_____	It's a pain!
_____	It's out of this world!
¡Qué aburrimiento!	_____
¡Qué chulo!	_____
¡Qué fastidio!	_____
_____	to make a picnic
_____	to go hiking
montar en globo	_____
_____	to go on a jet ski
_____	_____
_____	approximate
aproximado/a	_____







G. Translation Practice	
There is a beach	H u p
There is a theme park	H u p t
I go on holiday by car and by plane	V e v e c y e a
How do you travel on holiday?	C v e l v ?
We go on holiday by plane and boat	V d v e a y b
On holiday I go to discos	e l v v a l d
I like to relax and I love to sunbathe	M g d y m e t e s
On holiday we went to France	E l v f a f
I visited the beach	V l p
I went to the park	F a p
I went to Spain but he went to Italy	F a E p f a l
Next year I'm going to visit the tropical rainforest	E a q v v a v l s t
Where do you go on holiday?	A d v d v ?
I played beach volleyball	J a v
I like to visit historic monuments	M g v m h
My Mum likes to take selfies	A m m l g s s
I like to go on holiday with my friends	M g i d v c m a
I normally go on holiday by plane or sometimes by car.	N v d v e a o a v e c

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces normalmente en vacaciones?	Normalmente en las vacaciones hago muchas cosas. Por ejemplo; visito monumentos históricos y lugares de interés. Saco selfis enfrente de los monumentos y mando las selfis a mis amigos. Me gusta también tomar el sol y probar la gastronomía local.
¿Qué hiciste el año pasado en vacaciones?	El año pasado en mis vacaciones hice senderismo con mi padre en las montañas. Fuimos a los mercados para comprar regalos y bailamos en la discoteca. Comí mucha comida típica de España.
¿A dónde vas de vacaciones normalmente?	Normalmente voy de vacaciones a Italia con mi familia porque es un país muy bonito con mucha cultura.
¿A dónde te gustaría ir de vacaciones y por qué?	Me encantaría ir de vacaciones a Chipre porque allí hace mucho sol y hace mucho calor. Me encantaría bañarme en el mar en Chipre sería muy lujoso.
I. Key Questions: Translate these model answers using the KO	
¿Qué haces normalmente en vacaciones? – What do you normally do on holiday?	Normally on holiday I like to take selfies and send them to my friends. I usually sunbathe, take photos, read and swim in the sea. I love to try the local cuisine and eat in the restaurants with my family. I like to buy souvenirs for my friends in England.
¿Qué hiciste el año pasado en vacaciones? – What did you do last year on holiday?	Last year I played football on the beach with my brother. I sunbathed, went to museums and I travelled to Madrid by train. We went for a walk along the beach every night. I didn't read my book because I didn't have time.
¿A dónde vas de vacaciones normalmente? – Where do you normally go on holiday?	Normally I go to Spain on holiday because it's cheap and the journey there is quick.
¿A dónde te gustaría ir de vacaciones y por qué? – Where would you like to go on hol and why?	I would really like to go to Greece on holiday because it looks really pretty in photos. I would also like to travel to the Caribbean because I can experience the culture.
J. Key Grammar	
Forming the preterite (past tense) with irregular verb too.	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron <b>Some verbs have irregular preterites be sure to note these down and try to learn them.</b>
Using the verb SOLER (to usually)	This verb is irregular meaning it doesn't follow any strict rules. In present tense: suelo = I usually... e.g. Suelo tomar el sol (I usually sunbathe) suele = he/she usually...
Using the immediate future tense IR + A + INFINITIVE	Voy a tomar el sol = I'm going to sunbathe Va a viajar a Francia = He / She is going to travel to France




**What we are learning this term:**

- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources 
- D. How to work using oil pastels 
- E. How to make a simple clay pinch pot 
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How to produce a mixed media outcome

Key word	Key definition
illustration 	a drawing, painting or printed work of art which visually represents or explains something
observation 	the action of closely looking at something
source 	Where something originates from
texture 	the feel or appearance of a surface
tone 	Lightness and darkness within an artwork
outcome 	The final piece produced as a result of an art project


**D How to work using oil pastels**

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium  
 Oil pastels can be applied thickly, overlapping to blend colours.  
 White can also be used to blend.  
 Clean the end of the pastel to avoid colour contamination



**E What is a pinch pot and how to make one**

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.  
 A successful pinch pot has even thickness walls, and a smooth finish.  
 The wet clay can be decorated by additive or subtractive methods



**A. Who is Ernst Haeckel and what are the characteristics of his work?**

Who? philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,

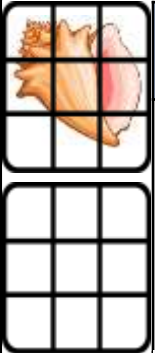
What? Beautifully detailed natural history illustrations depicting mostly marine life

Why? To document and record newly discovered species of animals and plants



**B. How to use the Grid Method for accurate drawing**

- 1) Use a ruler to draw an equally spaced grid onto your image
- 2) Draw an identical grid **LIGHTLY** onto paper
- 3) Draw in the main **outlines** of your image, focusing on one square at a time Use a ruler to help you **measure** the positioning of lines if needed
- 4) Add main details before erasing the grid on the paper
- 5) Add fine **details** and build in **tone**





**C Drawing primary sources from observation**

Drawing from a primary source means drawing something from real life  
 Observe the objects closely  
 Lay out the basic shape(s) you can see  
 Refine and add detail  
 Add tone to show how light is hitting the object(s)



**F. How to use glazes and oxides**

oxide 	Powder made from minerals Mixed with water and applied to the bisque fired clay Highlights the texture in the clay surface Can be applied thickly or thinly to get different effects
glaze 	Coloured liquid applied to bisque fired clay Can be applied with or over oxides Gives the clay a shiny finished once fired a second time Usually applied in layers

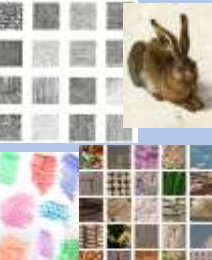
**H How to produce a mixed media outcome**

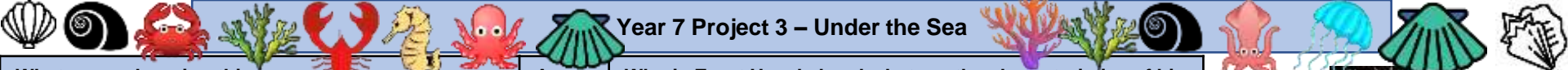
A mixed media artwork uses multiple different materials rather than just one  
 We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colours
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making



**G What is texture?**







Texture is the surface quality of a particular surface – how it feels to the touch  
 Actual texture is what it actually feels like  
 Visual or implied texture is when a surface appears to have texture but in reality it doesn't







**What we are learning this term:**

- A. About the illustrator Ernst Haeckel and his work
- B. How to use the grid method for accuracy
- C. Drawing from observation of primary sources 
- D. How to work using oil pastels
- E. How to make a simple clay pinch pot 
- F. How to decorate clay using glazes and oxides
- G. What is texture
- H. How to produce a mixed media outcome


Key word	Key definition
illustration 	
observation 	
source 	
texture 	
tone 	
outcome 	

**D How to work using oil pastels**



Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium  
 Oil pastels can be applied thickly, overlapping to blend colours.  
 White can also be used to blend.  
 Clean the end of the pastel to avoid colour contamination

**E What is a pinch pot and how to make one**



A pinch pot is  
 .....  
 A successful pinch pot has  
 .....  
 The wet clay can be decorated by  
 .....  
 .....

**A. Who is Ernst Haeckel and what are the characteristics of his work?**

Who? \_\_\_\_\_

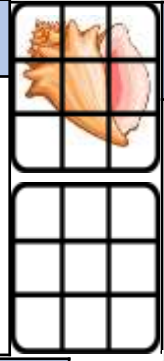
What? \_\_\_\_\_

Why? \_\_\_\_\_



**B. How to use the Grid Method for accurate drawing**

- 1) Use a ..... to draw an equally spaced grid onto your image
- 2) Draw an identical grid ..... onto paper
- 3) Draw in the main ..... of your image, focusing on one square at a time Use a ruler to help you ..... the positioning of lines if needed
- 4) Add main details before ..... the grid on the paper
- 5) Add fine ..... and build in .....




**C Drawing primary sources from observation**

Drawing from a primary source means.....  
 Observe the objects .....  
 Lay out the basic ..... you can see ..... and add .....  
 Add ..... to show how light is hitting the object(s)



**F. How to use glazes and oxides**

**oxide**



Powder made from .....  
 Mixed with ..... and applied to the bisque fired clay  
 Highlights the ..... in the clay surface  
 Can be applied ..... or ..... to get different effects

**glaze**



Coloured liquid applied to bisque fired clay  
 Can be applied with or over oxides  
 Gives the clay a shiny finished once fired a second time  
 Usually applied in layers

**H How to produce a mixed media outcome**

A mixed media artwork uses multiple different materials rather than just one  
 We used collage, ink and pen to create ours

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

**G What is texture?**



Texture is  
 .....  
 Actual texture is  
 .....  
 Visual or implied texture is  
 .....  
 .....












**What we are learning this term:**

**A. Workshop Tools    B. Materials    C. Modelling    D. Data Analysis & Evaluation**

**A. Workshop Tools**

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						

**B. Materials**

**Timbers** come from trees

**Scots pine** – which you used for your maze frame – is a **softwood**

**Softwoods** come in planks and boards

**Manufactured Boards** come from **wood pulp**

**Plywood** – which you used as your base, insert and maze walls – is a **manufactured board**

**Manufactured Boards** come in sheets

**Polymers** come from **crude oil**





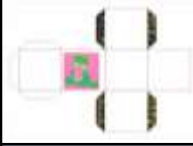

**Acrylic** – which you used as your lid for your maze – is a **polymer**

**Polymers** come in sheets, graduals and filament

**C. Modelling**

**Creating a 3D representation of your product before you manufacture it.**

You can use a variety of different materials and computer programs to create a mock up model or prototype such as;

		
Cardboard	Foamboard	Scrap Wood
		
3D Printing	2D Design	Solidworks

Modelling is used to test a product before manufacture, to see what works and what doesn't.

Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

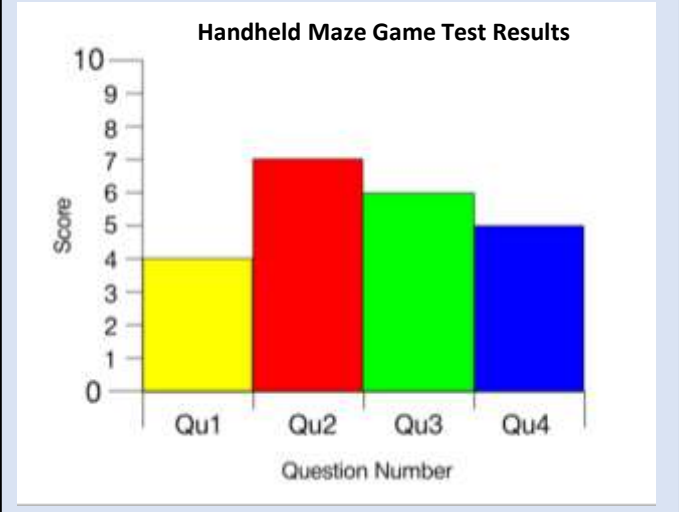
**D. Data analysis**

Designers test their products or models and record data to see what works and what doesn't.

One way to record the data from the tests is by turning it into a graph. See example bar graph below.

**Exemplar Bar Graph:**

Question 1	Question 2	Question 3	Question 4
4	7	6	5



**Analysing the results:**  
Looking at the results from the graph, you should be able to identify what is positive about your product and what can be improved.

When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

**For example:**  
My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.



# Year 7 PRODUCT DESIGN Term 6 Knowledge Organiser



**What we are learning this term:**

**A. Workshop Tools    B. Materials    C. Modelling    D. Data Analysis & Evaluation**

**A. Workshop Tools**



**B. Materials**

**Timbers** come from \_\_\_\_\_



**Scots pine** – which you used for your maze frame – is a **softwood**

**Softwoods** come in planks and boards

**Manufactured Boards** come from \_\_\_\_\_



**Plywood** – which you used as your base, insert and maze walls – is a **manufactured board**

**Manufactured Boards** come in sheets

**Polymers** come from \_\_\_\_\_



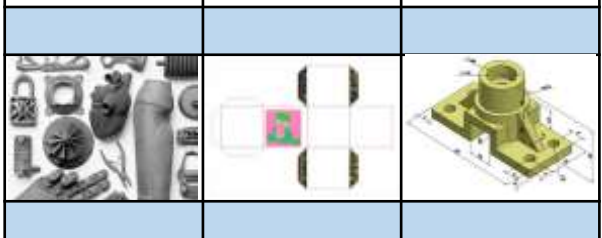
**Acrylic** – which you used as your lid for your maze – is a **polymer**

**Polymers** come in sheets, graduals and filament

**C. Modelling**

Creating a \_\_\_\_\_ before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or \_\_\_\_\_ such as;



Modelling is used to \_\_\_\_\_ before manufacture, to see what works and what doesn't.

Advantages	Disadvantages

**D. Define data analysis**

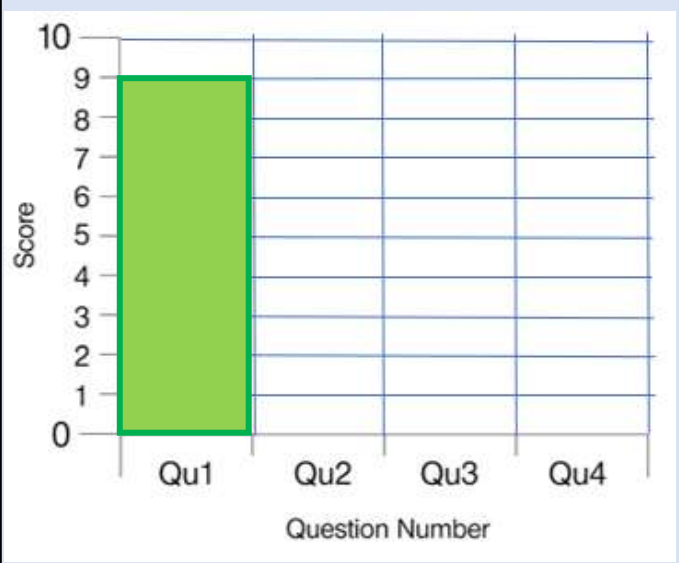
\_\_\_\_\_

\_\_\_\_\_

Draw out the results provided into the graph below:

The first one has been done for you.

Question 1	Question 2	Question 3	Question 4
9	6	4	2



Think back to your completed handheld maze hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Year 7 Term 6 : Topic = Healthy Eating and High Skills

What we are learning this term:	
A.	Health, safety and hygiene in the kitchen
B.	The Eatwell guide and nutrients
C.	Design Ideas
D.	Weighing
E.	Practical skills
F.	Evaluation Work

6 Key Words for this term	
1 Hygiene	4 Cuisine
2 Health	5 Sensory
3 Food Poisoning	6 Preparation

B.	What are the 5 different sections of the Eatwell plate?
	<ol style="list-style-type: none"> <li>1 Fruit and Vegetables</li> <li>2 Carbohydrates</li> <li>3 Protein</li> <li>4 Dairy</li> <li>5 Fats and Oils</li> </ol>



A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of <b>protein</b> foods. Protein helps our muscles and cells to grow and repair.</p> <p>Some examples in this photo include:</p> <ol style="list-style-type: none"> <li>1. Chicken</li> <li>2. Eggs</li> <li>3. Nuts</li> <li>4. Cheese</li> <li>5. Salmon</li> </ol>
B.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
	<p>In this photo you can see a number of <b>carbohydrate</b> foods. Carbohydrates give out body energy. Some examples in this photo include:</p> <ol style="list-style-type: none"> <li>1. Bread</li> <li>2. Pasta</li> <li>3. Rice</li> <li>4. Potatoes</li> <li>5. Bananas</li> </ol>



A.	What are the three main nutrients required in the diet?	
Carbohydrates	Foods that are eaten to give the body energy	
Protein	Food that are eaten to build and repair muscles and cells	
Fats	Food that are eaten to protect your vital organs and insulate your body.	



C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
	Rule	Why it is important
	<ul style="list-style-type: none"> <li>• 1 Wash your hands in hot soapy water</li> <li>• 2 tie back your hair</li> <li>• 3 wear an apron</li> <li>• 4 use oven gloves when handling hot food</li> <li>• 5 wash your hands after handling meat</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to kills germs and bacteria</li> <li>• 2 to stop hair getting into the food</li> <li>• 3 to protect yourself and your food from contamination</li> <li>• 4 to avoid burning yourself</li> <li>• 5 to avoid giving yourself or others food poisoning</li> </ul>

E.	Keywords	
Hygiene	A method of keeping yourself and equipment clean	
Research	Information that you find out to help you with a project	
Cuisine	Food from a different country	
Target Market	The age or type of person you are creating a product for.	
Carbohydrates	Foods that give you energy	
Protein	Food that grow and repair your muscles	
Fibre	Foods that keep your digestive system healthy and avoid constipation.	
Calcium	Foods that make your teeth and bones strong	
Design Idea	A sketch or plan of how you are hoping a project to turn out.	
Organisation	Having everything ready for a lesson and following instructions	
Time keeping	Using the time to remain organised.	
Sensory analysis	Use your senses to taste and describe a product	
Mood Board	A collage of photos and key words based on a project	

Year 7 Term 6 : Topic = Healthy Eating and High Skills

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1 Hygiene	4 Cuisine
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A.	What are the three main nutrients required in the diet?



B.	What are the 5 different sections of the Eatwell plate?
1	
2	
3	
4	
5	



A.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?
B.	What nutritional foods are in the top picture? Can you list 5 of the food that you can see?



C.	Can you list 5 health, safety and hygiene rules and explain the importance of them?	
	Rule	Why it is important
	• 1	• 1
	• 2	• 2
	• 3	• 3
	• 4	• 4
	• 5	• 5

E.	Keywords
Hygiene	
Research	
Cuisine	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	



A	What we are learning about this term...
1	Ukulele Strings and tuning
2	Major and Minor chords
3	Reading Ukulele Tab
4	Performing as a group
5	Playing ukulele and singing together



**C - Useful links: practice at home!**

These QR codes will take you to YouTube to be able to sing along!

Easy Ukulele  
Play along -----> Viva La Vida - Coldplay

ROAR – Katy Perry

Check out this C Am G F Chord Drill!

**E – Ukulele Finger Technique and Chords**

B	Keywords
<b>Chord</b>	Three or more notes played at the same time
<b>Chord Diagram</b>	The way of writing ukulele notation
<b>Pick/Plectrum</b>	A tool used to strum the strings
<b>Chord Progression</b>	A pattern of chords in a song. E.g. C - Am - F - G
<b>Strum</b>	a sweeping action where a finger or plectrum brushes over several strings to make sound.
<b>Accuracy</b>	Playing or singing the correct notes, at the correct time
<b>Fluency</b>	Giving the music a good flow - no pauses

**D Ukulele Strings and Notes**

The strings of a ukulele are G (nearest your face), C, E, A (nearest your knees)

These are the most used Chords for ukulele. Learn them here:

**F Basic Rhythm Values in 4/4 time**

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI-BREVE (4 beats)				
Remember it... Hold for 4 beats				
Technical name MINIM (2 beats)				
Remember it... L - ong				
Technical name CROTCHET (1 beat)				
Remember it... tea				
Technical name QUAVERS (1/2 beat)				
Remember it... Cof - fee				

**F Describing Music – MAD T SHIRT**

M	A	D	T	S	H	I	R	T
<b>Melody</b>	<b>Articulation</b>	<b>Dynamics</b>	<b>Texture</b>	<b>Structure</b>	<b>Harmony/Tonality</b>	<b>Instruments</b>	<b>Rhythm</b>	<b>Tempo</b>
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed







**What we are learning this term:**

- A. What stock characters you would find in most pantomimes.
- B. How new techniques learnt in lessons can be applied to your own pantomime style performance.
- C. What technical aspects can be added to a performance to create 'wowness'

**Pantomime Techniques- this term's key words**

Audience Participation	Encouraged to get involved either by singing along with the songs, being brought onto the stage, boo the villain or argue with the Dame.
Vocal Skills	How you interpret a character using Pitch, Pace, Volume, Accent or Tone
Stock Characters	Stereotypical fictional characters who audiences recognise from their frequent recurrences.
Comedy	A genre in drama.
Clocking the Audience	When an actor looks straight at the audience giving them a chance to understand what the character is thinking
Exaggeration	Over the top gestures or facial expressions
Sound Effects	Sound effects in drama are sounds that are created or used in a theatrical production to enhance the action, mood or atmosphere of a scene
Atmosphere	Overall feeling created in a performance
Staging	The method of presenting a play or other dramatic performance

The History of:	Pantomime
	<p>Pantomime is a type of musical comedy stage production designed for family entertainment. It was developed in England and is performed throughout the United Kingdom, Ireland and in other English-speaking countries, especially during the Christmas and New Year season. Modern pantomime includes songs, gags, slapstick comedy and dancing. It generally combines gender-crossing actors and topical humour with a story based on a well-known fairy tale, fable or folk tale. Pantomime is a participatory form of theatre, in which the audience is encouraged and expected to sing along with certain parts of the music and shout out phrases to the performers.</p>

**Popular Pantomimes**

Cinderella

Aladdin

Snow White

Jack and the Beanstalk

Sleeping Beauty

Robinson Crusoe

**Who are the key characters?**

Hero (Principal Boy)	Often played by a female. Main lead and usually the hero of the story. Fights the villain. Sings
Heroine (Principal Girl)	Beautiful. Appears youthful. Innocent and has to be rescued from the villain's capture.
Dame	Comic over the top female character always played by a male. Costumes are always colourful, outrageous and have hidden props, pockets and surprises.
Villain	The character everybody loves to hate and boo! His aim is to capture the heroine.
Goodies	Other characters such as fairies that help out the Hero and Heroine
Clowns	Often a double act or solo comedian. The ugly sisters in Cinderella are an example of this.



## DEVISING

Frequently called **collective creation** - is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.

**Stimulus- A starting point or catalyst for your ideas.**



What words do you think of looking at these pictures?  
What stories do you think of?  
What characters come to mind?



This term you are challenged with making a group performance that lasts up to 5 minutes and is based on a stimulus that you will be given in a lesson this term.

It **MUST** be ORIGINAL ( cannot involve stories / characters that already exist) and **EVERYONE** must be involved.

### Tips for success

**Don't try and make a STORY – instead, create scenes based on a theme**

**Listen to everyone's ideas**

**Think of at least 3 ways to show the message and then pick the best one**

**Would technical elements help to get your message across?**

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### Stimulus-



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### Tips for success

# SWINDON ACADEMY READING CANON

## Year 7



## Year 8



## Year 9



## Year 10



#ReadingisPower